

# ESEA FOR LEAs

A series of horizontal lines in teal and light blue colors, with varying lengths and slight offsets, creating a modern, layered effect.

## Cycle 6 Monitoring

# Monitoring Through ALEAT

- View and respond to questions regarding criteria monitored through ALEAT.
- Upload documentation into the file cabinet in the ALEAT system.
- ASBA documentation may be used as evidence for monitoring.
- LEA Administrators in ALEAT provide invitation codes for their LEA.

ALEAT Help Desk  
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ESEA Monitoring Coordinator  
Academic Achievement Division  
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# Expectations for Federal Compliance

Although LEAs must be in compliance with the designated cycle monitoring for the current school year, the LEA is also expected to be in continuous compliance with all of the requirements outlined in each cycle.

The assigned cycle monitoring for the current academic year does not absolve the LEA from meeting and completing the requirements and responsibilities outlined under Elementary and Secondary Education Act of 1965.

Noncompliance may result in suspension of federal funding.

# Cycle 6

## What is it?

- Private Schools

## What is monitored?

- Assurances for Cycle Monitoring
- Migrant Education Programs (MEP)
- Private Schools and Migrant Children
- Services to Eligible Private School Children
- Title II-A Professional Development

## Who is responsible to monitor?

- ADE Title I Specialists, Migrant Education

# C6-01: Statement of Assurance

## Compliance Indicator

Affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance and uploaded the requested evidence.

2010 - 2011 ESEA Programmatic Monitoring		<div>Cycle 6</div>						
<b>Statement of Assurance</b>								
<p>An LEA participating in the <i>Elementary and Secondary Education Act</i> is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.</p> <p>Submission of the Cycle 6-ESEA Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring instrument to verify compliance.</p> <p>Required evidence (if applicable) to be uploaded in the LEA ALEAT Filing Cabinet:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> List of Private Schools within district boundaries</li><li><input type="checkbox"/> Private Schools Consultation Summary</li><li><input type="checkbox"/> Equitable Participation to Private Schools</li><li><input type="checkbox"/> Professional Development Needs Assessment</li><li><input type="checkbox"/> MEP Coordination of Services</li><li><input type="checkbox"/> MEP Service Delivery Plan</li></ul> <p>As the authorized agent of the LEA, I attest that the review and information provided in Cycle 6-ESEA is accurate and true. The requested evidence has been uploaded to verify compliance.</p> <p><i>I understand that funding may not be allocated or the LEA placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.</i></p> <table><tr><td>CTDS</td><td>LEA</td><td>Date</td></tr><tr><td>Authorized Signature</td><td>Email address</td><td>Phone</td></tr></table> <p>Cycle 6 ESEA Monitoring 8/2010</p> <p>Upload this Signed document into ALEAT</p>			CTDS	LEA	Date	Authorized Signature	Email address	Phone
CTDS	LEA	Date						
Authorized Signature	Email address	Phone						

# C6-01: Statement of Assurance

Enter the following information:

- CTDS #
- LEA Name
- Date
- Authorized Signature
- E-Mail Address
- Phone Number

2010 - 2011  
ESEA Programmatic Monitoring  
Statement of Assurance

Cycle  
6

An LEA participating in the *Elementary and Secondary Education Act* is required to complete a self-assessment annually to ensure that programs are in compliance with all applicable statutes, regulations, and applications.

Submission of the Cycle 6-ESEA Monitoring Instrument in Arizona LEA Tracker (ALEAT) affirms that the LEA has reviewed all documents and procedures addressed in the monitoring

Be sure to print out this form once completed and save for your records. Data typed into this form cannot be saved.

Scan the completed form and save as an e-copy to be uploaded into ALEAT.

As the authorized agent of the LEA, I attest that the review and information provided in Cycle 6-ESEA is accurate and true. The requested evidence has been uploaded to verify compliance.

*I understand that funding may not be allocated or the LEA placed on programmatic hold if the ADE identifies that any of the evidence provided to ADE is found to be false and/or deemed out of compliance.*

CTDS	LEA	Date
Authorized Signature	Email address	Phone

Cycle 6 ESEA Monitoring 8/2010Upload this Signed document into ALEAT

# Migrant Education Programs

- C6-02: Migrant Education Program
  - A migrant education program must be specifically designed to meet the unique educational needs of migratory children.
    - Documentation: MEP Coordination of Services, MEP Service Delivery Plan
- C6-03: Private Schools and Migrant Children
  - An agency receiving Title I Part C funds, after timely and meaningful consultation with private school officials, shall provide special educational services or other benefits under this subpart on an equitable basis to eligible children.

# C6-04: Identification of Private Schools

## Compliance Indicator

- The LEA does have private schools within its boundaries and is providing equitable services to students in the private schools. (Public Law 107-110 9501(a)(1))
- Is the LEA providing equitable services to private schools within its boundaries?

- Documentation

*List of Private Schools Within Boundaries of LEA*



# C6-05: Consultation with Private School Officials

## Compliance Indicator

## Sample Agendas for Consolidation Meetings

- The LEA consulted with appropriate private school officials, in a timely and meaningful manner, during the design and development, implementation, and assessment of the LEA's Title I A, Title II A, Title III A, and Title IV A, programs.

- Documentation

### *Private School Consultation Summary*

#### Sample Agendas for Consultation Meetings Throughout the School Year

Agenda for early winter meetings (typically in December or January) in preparation for the next school year

1. Welcome and introduction.
2. Overview of Title I program.
3. Options for service providers: the LEA or a third-party.
4. Discussion on the collection of poverty data: What is available from private schools? Is the survey with extrapolation a possibility? Should the LEA consider proportionality?
5. Discussion on possible program designs: Should it be a pullout program or a before or after school program? Which grade levels and what academic subjects should the Title I program encompass? Do the private school officials have space in their schools for the LEA to provide Title I services?

Agenda for late winter or early spring meetings (typically in February or March)

1. Review of poverty data collected and the estimated amount of funds available for services. Decide if pooling option will be used.
2. Determination of the multiple, educationally related and objective criteria used to select eligible children who reside in Title I public school attendance areas.
3. Review of options for service providers.
4. Plan a program design workshop for private school principals and LEA instructional specialists.
5. Discuss how the Title I program will be evaluated: What standards and assessment will be used? What will be annual progress and what percentage of participants must meet that progress in order for the program to be effective.
6. Establish the date that Title I services will start.
7. Discuss the professional development needs of the private school teachers of Title I participants based on the most recent student assessment data.
8. Discuss the needs of the parents of participants: How can parents better support their children's instruction?

Agenda for late spring meetings (typically in April or May)

1. Finalize the designs of the Title I programs—ensure materials have been ordered, LEA personnel who are providing Title I services are in place, and service start date is firm.
2. Finalize professional development programs and activities for private school teachers. Establish a calendar for the next year's activities.
3. Finalize parent involvement programs and activities for parents of participants. Establish a calendar for next year.
4. Review current year's assessment data for current year participants to determine if any adjustments to instruction should be made.
5. Provide affirmation forms for signature.

# C6-05:

## Consultation with Private School Officials

### Sample Agendas for Consolidation Meetings

When consulting with the appropriate private school officials, were the following topics covered:

- identification of students' needs,
- services provided,
- academic assessment of students,
- equitable services provided,
- determination of low income families in attendance area,
- decisions about the delivery of services,
- dispute resolutions between agencies,
- services provided to teachers and families?

Complete and submit through ALEAT the Affirmation of Consultation form(s) for all identified private schools serving eligible children from the district.

#### Sample Agendas for Consultation Meetings Throughout the School Year

*Agenda for early winter meetings (typically in December or January) in preparation for the next school year*

1. Welcome and introduction.
2. Overview of Title I program.
3. Options for service providers: the LEA or a third-party.
4. Discussion on the collection of poverty data: What is available from private schools? Is the survey with extrapolation a possibility? Should the LEA consider proportionality?
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1. Finalize the designs of the Title I programs—ensure materials have been ordered, LEA personnel who are providing Title I services are in place, and service start date is firm.
2. Finalize professional development programs and activities for private school teachers. Establish a calendar for the next year's activities.
3. Finalize parent involvement programs and activities for parents of participants. Establish a calendar for next year.
4. Review current year's assessment data for current year participants to determine if any adjustments to instruction should be made.
5. Provide affirmation forms for signature.

Sample agendas and a template for consultation meetings are available under this item inside ALEAT/

## C6-06:

# Equitable Services to Private School

## Compliance Indicators

- Educational services and other benefits for such private school children shall be equitable to services and other benefits for public school children participating under this part and shall be provided in a timely manner.
- Documentation  
*Equitable Participation*

<i>Equitable Services to Private Schools</i>	
CTDS _____	LEA _____ Date _____
<b>Directions:</b> Describe how your LEA designed a program that permits equitable participation. When completed upload the document into the ALEAT filing cabinet.	
Equitable Participation	Description
Assess, address, and evaluate the needs and progress of both groups of students, teachers and families in the same manner.	
Provide approximately the same amount of training and, where appropriate, instruction to private school teachers with similar needs.	
Spend an equal amount of funds per student to serve public and private school children and teachers and families.	
Provide private school students and teachers with an opportunity to participate in activities equitable to the opportunity provided public school students, teachers and families.	
Offer services that are secular, neutral, and non-ideological.	

# C6-06:

## Equitable Services to Private School

Does the LEA assess, address, and evaluate the needs and progress of students, teachers, and families in the same manner?

Does the LEA provide approximately the same amount of training and where appropriate, instruction to private school teachers with similar needs?

Does the LEA spend an equal amount of funds per student to serve public and private school children, teachers and families?

Are Title I services offered to private school children equitable to the Title I services provided to public school children?

Does the LEA offer services that are secular, neutral, and non-ideological?

<b>Equitable Services to Private Schools</b>	
CTDS _____	LEA _____ Date _____
<b>Directions:</b> Describe how your LEA designed a program that permits equitable participation. When completed upload the document into the ALEAT filing cabinet.	
Equitable Participation	Description
Assess, address, and evaluate the needs and progress of both groups of students, teachers and families in the same manner.	
Provide approximately the same amount of training and, where appropriate, instruction to private school teachers with similar needs.	
Spend an equal amount of funds per student to serve public and private school children and teachers and families.	
Provide private school students and teachers with an opportunity to participate in activities equitable to the opportunity provided public school students, teachers and families.	
Offer services that are secular, neutral, and non-ideological.	

# C6-07: Equitable Service to Teachers

## Compliance Indicator

- The LEA provides professional development opportunities for teachers providing instructional services to eligible private school students. ]
- Does the LEA conduct an assessment of the needs of the teachers providing instructional services to eligible private school students?
- Does the LEA have a process to align the professional development opportunities to the needs of the teachers providing instructional services to eligible private school students?

# C6-08: Equitable Service to Parents

## Compliance Indicator

- The LEA provides families an opportunity to participate in activities equitable to the opportunities provided to families of public school students.
- Does the LEA conduct an assessment of the needs of parents of eligible private school students?
- Does the LEA have a process to align parent involvement activities to the identified needs?

# C6-09: Title II-A Needs Assessment

## Compliance Indicator

- The LEA conducted an assessment of the local needs for professional development.
- Did the LEA conduct a comprehensive needs assessment for professional development with the involvement of teachers including Title I teachers?
- Did the LEA conduct the SAI survey?
- Did the needs assessment take into account the activities that the LEA must conduct in order to give teachers the means, including subject matter, knowledge, and teaching skills and to give principals the instructional leadership skills to help teachers close the achievement gap?
- Does the LEA maintain in ALEAT a Professional Development Plan based on the needs assessment?

- Documentation

### *Professional Development Needs Assessment*